

**English 0005W**  
**English for Academic Purposes**  
**Brescia University College**

**Summer 2019**

**Instructor: Teaguen Onn**

**Email:** teaguen.onn@cultureworkstheschool.com

**Office Hours:** Monday, 2:30-3:30pm

**Office:** Mary Manor

**Class Times and Location(s):**

Monday 9:30-12:30pm, 302

Tuesday 11:30-2:30pm, 303

Wednesday 12:30-1:30pm, 303

Thursday 9:30-12:30pm, 303

**Course Description:**

This course combines communication skills in authentic contexts through a cross-curricular approach. Students explore complex content from a range of subject areas to gain the foundation required to purposefully read in order to present information and formulate written arguments. Oral presentation skills are refined through academic discussions, seminars, and short presentations. Students engage in critical and analytical thinking through readings and develop listening strategies through class discussions and lecture content. Students' understanding of the Western learning culture is expanded upon to include being able to express and support personal opinions articulately in a culturally sensitive manner.

**Prerequisite(s):** registration in a Preliminary Year Program at Brescia University College

**Antirequisite(s):** none

**Course Objectives:**

- Decode unfamiliar vocabulary using context and through skilled understanding of roots, stem, affixes / prefixes and suffixes
- Find the main idea(s) and supporting ideas within complex model readings
- Scan texts for key information
- Understand explicit and implicit information from a text
- Understand and critically analyze readings and information from graphs and charts
- Evaluate a source based on writer's purpose, intent, attitude, and style
- Synthesize ideas from different sources
- Reflect on ideas presented in selected readings both orally and in writing
- Understand and utilize word form combinations and collocations
- Practice note-taking strategies and making predictions while listening to lectures

- Employ active listening during oral communication by formulating questions that clarify or qualify, paraphrasing the speaker's message, and providing constructive feedback
- Demonstrate effective academic listening skills including recognizing main idea, identifying implied meaning, evaluating the effectiveness, relevance and quantity of supporting material, and recognizing transitional and organizational cues
- Respond appropriately and accurately in discussion to both opinion and fact based questions
- Demonstrate effective speaking skills including: presenting on an academic topic supported by research, using appropriate body language, understanding audience engagement, and speaking with confidence
- Use appropriate nonverbal behavior (physical, spatial, and personal elements) to support and clarify the message

**Assessments:**

- Elevator Pitch 5%
- 2 Listening Unit Tests (Ch. 2, 6) 15% (7.5% x 2)
- 2 Reading Skills Tests (Ch. 5, 8) 15% (7.5% x 2)
- Academic Discussions: 10%
- Podcast About a News Event 10%
- Academic Summary & Discussion 10%
- Seminar 20%
- Pressure Listening 5%
- Participation 10%

**Grading System:**

The following chart summarizes the grading system in marks and descriptions:

Numerical Grade	Descriptor	Explanation
85-100%	Exceeds Expectations (E)	The student has mastered the skills related to the assignment/ course.
75-84%	Meets Expectations (M)	The student has acquired the skills related to the assignment/course.
65-74%	Approaches Expectations (A)	The student needs to increase his/her effort to attain the skills for the assignment/course.
Below 65%	Does Not Meet Expectations (NM)	The student demonstrates little to no acquisition of the skills related to the assignment/course.

**Important Note:** In order to pass this course, students must achieve a grade of at least **75%**.

**Assessment Descriptions:**

**Elevator Pitch:**

Students will deliver an elevator pitch (a short speech) that succinctly defines a product, service, or organization and its value. The elevator pitch should be delivered in the time span of a typical elevator ride—approximately 90 seconds. This will count towards **5%** of the final grade.

**Listening Unit Tests:** Students will be tested on listening comprehension, vocabulary, and note-taking strategies taught in the course. These (2) tests will count towards **15%** of the final grade.

**Reading Unit Tests:** Students will be tested on key reading skills, vocabulary, and critical thinking skills taught in the course. These (2) tests will count towards **15%** of the final grade.

**Academic Discussions:**

Students will be required to participate in a number of academic discussions throughout the course where they will incorporate new vocabulary from textbook materials as well as critical thinking regarding the unit or theme being studied and discussed. These will count towards **10%** of the final grade.

**Podcast Assignment - News Story/Event:**

Students will prepare and record a podcast about 4-5 minutes on a news story/event of their choice. They should answer the key questions (*who, what, when, why, where and how*) associated with the story/event in their podcast. This will count towards **10%** of the final grade.

**Academic Summary & Discussion:**

In pairs, students will complete a presentation and lead a discussion about about an assigned academic reading of 3-4 pages. Students will submit a written summary prior to the presentation. They will be evaluated both on their summary and their discussion. This will count towards **10%** of the final grade.

**Seminar Presentation:**

Students will be required to research a 4-5 page academic article which will serve as the focus of this small group student-led discussion. This will count towards **20%** of the final grade.

**Pressure Listening:**

Students will complete a pressure-listening assignment in conjunction with their seminars. Students will be required to complete an online listening assignment within a set amount of time. This will count towards **5%** of the final grade.

**Participation:**

Classroom attendance and participation are essential for success in this course. Students are expected to listen or read assigned material before class and to come prepared to participate in classroom activities. The course texts should be brought to every class. Students will be awarded a course attendance and participation mark. Participation includes attending class on time, being engaged in class work, and participating regularly. This will count towards **10%** of the final grade.

**Academic Policy:**

The following syllabus may be amended at the instructor's discretion. All assignments must be submitted by the beginning of class on the due date or as indicated by your instructor. Your assignment will be deducted 3% per day it is late. It is essential to communicate with your instructor if you are experiencing any challenges attending class or completing work.

Requests for formal academic accommodation must go through an Academic Advisor and include supporting documentation as outlined in the attached [Brescia Academic Policies and Regulations](#) document.

**Required Texts:**

Beatty, Ken. 2019. Learning English for Academic Purposes (LEAP) 4, Listening and Speaking. Pearson ELT. ISBN: 9-782761-38567-1.

Williams, Julia. 2019. Learning English for Academic Purposes (LEAP) 4 Reading and Writing, Pearson ELT. ISBN: 9 782761 385664

*There is a companion website with additional resources, answer keys, tests and quizzes. A login id and password are required. Contact administration to obtain an access code for the companion website.*

**Course Outline:**

**LEAP4 - L/S:** Learning English for Academic Purposes 4, Listening and Speaking.

**LEAP4 - R/W:** Learning English for Academic Purposes 4, Reading and Writing.

Week of:	Weekly Outline / Readings	Assessments
1 Classes start May 6	<ul style="list-style-type: none"> <li>● Introduction to course / syllabus</li> <li>● LEAP4 - L/S Ch. 2: Business of Helping Others - pp. 28-37</li> <li>● LEAP4 - R/W Ch. 2: Entrepreneurship: Creating Your Own Job - pp. 40-48               <ul style="list-style-type: none"> <li>○ <i>Introduce Elevator pitch</i></li> </ul> </li> </ul>	
2	<ul style="list-style-type: none"> <li>● LEAP4 - L/S Ch. 2: Business of Helping Others - pp. 38-44</li> <li>● LEAP4 - R/W: Ch. 2 Entrepreneurship: Creating Your Own Job - pp. 48-61</li> </ul>	
3	<ul style="list-style-type: none"> <li>● LEAP4 - L/S Ch. 2: Business of Helping Others - pp. 45-53</li> <li>● LEAP4 - R/W: Ch. 2 Entrepreneurship: Creating Your Own Job - pp. 62-73</li> </ul>	Elevator Pitch:
4	<ul style="list-style-type: none"> <li>● LEAP4 - L/S Ch. 5: The Creative Solution - pp. 102 - 113</li> <li>● LEAP4 - R/W Ch. 5: Self-Driving Cars - pp.136-154</li> </ul>	Unit Test for Reading: Ch.2
5	<ul style="list-style-type: none"> <li>● LEAP4 - L/S Ch. 5: The Creative Solution - pp. 113 - 120</li> </ul>	

	<ul style="list-style-type: none"> <li>LEAP4 - R/W Ch. 5: Self-Driving Cars - pp.155-166</li> </ul>	
6	<ul style="list-style-type: none"> <li>LEAP4 - L/S Ch. 5: The Creative Solution - pp. 121-127</li> <li>LEAP4 - R/W Ch. 5: Self-Driving Cars - pp.167-172 <ul style="list-style-type: none"> <li><i>Introduce Podcast Assignment (p.97-98)</i></li> </ul> </li> </ul>	Unit Test for Listening: Ch.5
7	<ul style="list-style-type: none"> <li>LEAP4 - L/S Ch. 6: Rise of the Citizen Journalist - pp. 128-139;154-155</li> <li>LEAP4 - R/W Ch. 6: High Technology in Higher Education - pp. 174-187</li> </ul>	Podcast Assignment
8	<ul style="list-style-type: none"> <li>LEAP4 - L/S Ch. 6: Rise of the Citizen Journalist - pp. 139-148</li> <li>LEAP4 - R/W Ch. 6: High Technology in Higher Education - pp. 188-202</li> </ul>	
9	<ul style="list-style-type: none"> <li>LEAP4 - L/S Ch. 6: Rise of the Citizen Journalist - pp. 149-153</li> <li>LEAP4 - R/W Ch. 6: High Technology in Higher Education - pp. 202-206 <ul style="list-style-type: none"> <li><i>Introduce Summary and Discussion</i></li> </ul> </li> </ul>	Unit Test for Reading: Ch.6
10	<ul style="list-style-type: none"> <li>LEAP4 - L/S Ch. 8: Saving Planet Earth - pp. 182-193</li> <li>LEAP4 - R/W Ch. 8: Emerging Contaminants - pp. 240-252 <ul style="list-style-type: none"> <li><i>Introduce Seminar Presentation</i></li> </ul> </li> </ul>	Academic Summary & Discussion
11	<ul style="list-style-type: none"> <li>LEAP4 - L/S Ch. 8: Saving Planet Earth - pp. 194-209</li> <li>LEAP4 - R/W Ch. 8: Emerging Contaminants - pp. 253 -271 182</li> </ul>	
12	<ul style="list-style-type: none"> <li>Week of Seminars &amp; Pressure Listenings</li> </ul>	Unit Test for Listening: Ch.8
13	<ul style="list-style-type: none"> <li>Final review</li> </ul>	Seminars / Pressure Listening

## 2018-19 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

### 1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility

of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation.

Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the student's instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty

Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf) . The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation.

The full policy on requesting accommodation due to illness can be viewed at:

[http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_12](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_12)

## 2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds are not normally considered.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines (refer to the Registrar's website, <http://brescia.uwo.ca/academics/registrar-services/> or the list of official sessional dates in the Academic Calendar, see the Sessional Dates tab at <http://www.westerncalendar.uwo.ca/index.cfm?SelectedCalendar=Live&ArchiveID=> ). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

### 3. ABSENCES

**Short Absences:** If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

**Extended Absences:** If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory

([http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading\\_68](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#SubHeading_68) ).

### 4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at:

[http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_20](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20) .

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

#### **Plagiarism:**

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

#### **Computer-marked Tests/exams:**

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate

cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

## **5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS**

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, she may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, she may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal. For information on academic appeals you can consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar

[http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page\\_14](http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14).

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

## **6. PREREQUISITES**

Unless you have either the prerequisites for a course or written special permission from the Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

## **7. SUPPORT**

### **Support Services**

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. The website for the Student Development Centre at Western is <http://www.sdc.uwo.ca/>.

### **Mental Health and Wellness**

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about mental health and wellness at Brescia at

<http://brescia.uwo.ca/life/mental-health-wellness/>. Students who are in emotional/mental distress should refer to Health and Wellness at Western, [http://uwo.ca/health/mental\\_wellbeing/index.html](http://uwo.ca/health/mental_wellbeing/index.html), for information about how to obtain help for yourself or others.

### **Sexual Violence**

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at <http://brescia.uwo.ca/life/sexual-violence/>.



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Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.